Interdisciplinarity for professional development in a foreign Language

María del Pilar Fernández Celis[1], Beder Bocanegra Vilcamango[2], Yvonne de Fátima Sebastiani Elías[3], Sandra Ydelsa Wyszkowski Elías[4], Juan Diego Dávila Cisneros[5], Raquel Yovana Tello Flores[6], Joel Alberto Ascencio Gonzales[7]

[1]Universidad Nacional Pedro Ruiz Gallo, Lambayeque, Perú.
Mail: mfernandezc@unprg.edu.pe
Orcid: 0000-0002-0248-5852
[2]Universidad Nacional Pedro Ruiz Gallo, Lambayeque, Perú.
Mail: bbocanegra@unprg.edu.pe
Orcid: 0000-0002-4157-265X
[3]Universidad Nacional Pedro Ruiz Gallo, Lambayeque, Perú.
Mail: ysebastiani@unprg.edu.pe
Orcid: 0000-0003-1971-4807
[4]Universidad Nacional Pedro Ruiz Gallo, Lambayeque, Perú.
Mail: swyszkowski@unprg.edu.pe
Orcid: 0000-0002-3478-9666
[5]Universidad Nacional Pedro Ruiz Gallo, Lambayeque, Perú.
Mail. jdavilaci@unprg.edu.pe
Orcid: 0000-0003-2700-8830
[6]Universidad Nacional Pedro Ruiz Gallo, Lambayeque, Perú.
Mail: rtellof@unprg.edu.pe
Orcid: 0000-0001-8060-2017
[7]Universidad Nacional Pedro Ruiz Gallo, Lambayeque, Perú.
Mail: joelascenciog@gmail.com
Orcid: 0000-0002-0002-3102-6284

Abstract
The curricular proposals for professional development in foreign languages require the contribution of an interdisciplinary approach, because they deal with sociocultural constructs that are as important as language itself, in this context is not simply a vehicle for communication. In this sense, the objective of the study is to characterize the factors associated with professional training in a foreign language. The study considers that the interdisciplinary approach corresponds to the territorial approach, the use of the language versus the standard, the intervention of disciplines in professional training and the perspective of interdisciplinarity. The study applies a qualitative methodology corresponding to ethnography where oral communication with socio-cultural constructs is recorded in the everyday life, along with all sources of consultation that has allowed to build a model of professional development training in foreign languages. The use of the unstructured survey and in-depth interview has allowed to record the following results: the contribution of the interdisciplinary approach generates spaces to value the transdisciplinarity because any foreign language transcends, since it mobilizes and generates knowledge within open and closed territories. Languages represent dynamic processes that characterize the role of individuals within given contexts.

María del Pilar Fernández Celis[1], Beder Bocanegra Vilcamango[2], Yvonne de Fátima Sebastiani Elías[3], Sandra Ydelsa Wyszkowski Elías[4], Juan Diego Dávila Cisneros[5], Raquel Yovana Tello Flores[6], Joel Alberto Ascencio Gonzales[7]

1. INTRODUCTION

Lambayeque is a region that is geographically located in a privileged place for the human confluence where internal migration is impressive. To the north, it communicates with Piura, Tumbes and Ecuador; to the east emerges the Amazon; to the west, it communicates with Cajamarca; and to the south with another coastal city named La Libertad. However, it is a region with two languages, with six universities, one of them is national and is the only one that trains professionals in foreign languages. Lambayeque is a culturally rich area where syncretism and social manifestations become an opportunity to incorporate interdisciplinarity as approach in the training of foreign language professionals. In this sense, the objective of the research is to characterize the factors associated with professional training in a foreign language, in the context of the professional training of graduates in Education with a major in Foreign Languages of the Faculty of Historical Social Sciences and Education of the Universidad Nacional Pedro Ruiz Gallo (Lambayeque).

The study is focused on the development of five ideas that contribute to the training of teachers in other languages considering that interdisciplinarity is a necessary approach linked to the following assumptions: 1) The language learning as an axis that requires interdisciplinarity because every language is a social state that corresponds to humanity that creates and generates knowledge; 2) The territorial approach is an unavoidable element of interdisciplinarity because it is an integral tool capable of reflecting from the sense of belonging; 3) The use of language with a territorial approach insofar is the not static standard level because it corresponds to social dynamism within or outside common spaces; 4) Disciplines intervene in professional development training because any professional training is not alien to the context since it remains in it and deconstructs its dynamism; and 5) The perspective of interdisciplinarity is a broad spectrum knowledge for human development through professionalization within any social process.

The context in which the research was developed is the Foreign Languages program, the only one that provides the service; however, it still does not respond to the market demand because the graduates develop their skills within the same city and only 3% develop outside it. Given the cultural conditions, it is necessary to understand and incorporate the interdisciplinary approach in the training of professionals in foreign languages (English and French).

2. METHODOLOGICAL STRATEGIES

Regarding the research methodology, it can be indicated that it is a socio-educational study with emphasis on the contribution of ethnography, whose purpose was to characterize the factors associated with professional training in a foreign language at the Universidad Nacional Pedro Ruiz Gallo. The use of a language in any scenario is a linguistic representation of social character that defines human competence. In this sense, the study is based on the fact that the "validity and universality of mental representations are guaranteed by an innate ability to reason in a universal way" (Packer, 2018, p. 210). In any space, therefore, professional training in foreign languages occurs within an open or closed territory considering that language responds to conditions specific to interdisciplinarity.

The study comprises 120 students of the Foreign Languages program during the year 2019. As a result of the analysis and research, some findings were recorded referring to the importance of interdisciplinarity and its links with other recurrent approaches, such as transdisciplinarity associated with the territorial approach. In this line, studies on training curricula reaffirm that they are human constructions that arise from a need to communicate and

coexist. This process can very well be configured as a "social construction of reality" (Packer, Op cit.). The study values the mechanisms and forms of communication through language; however, it does not ignore other factors associated with territoriality and the nature of the interdisciplinary approach within the foreign language professional training curriculum.

2.1 Technique and procedure for collecting information
During the research, we had the support of teachers who work in the teacher training program, as well as the participation of students and alumni to gather their impressions about the interdisciplinary approach within the curriculum for the program. The documentary analysis has constituted a strong academic exercise that characterizes the organizational culture of the program through administrative, academic, divulgative documents, alternative programs and documents collected from other contexts to raise analogies. Access to information to corroborate some data has had some limitations, since the context of the pandemic has limited some actions; however, it has allowed exploring new reliable sources.

3. RESULTS AND DISCUSSION
Many Peruvian universities, regardless of whether they are public or private, offer opportunities for professional training. These opportunities are so varied that contact with graduates generates expectations with unfortunate distortions. For example, understanding that Lambayeque is a geographical area for mining deposits, except for Mórrope, if one speaks of salt or lime mines; in another context, there has been a percentage of graduates from schools that trained them to manage tourism businesses, although in their professional training they never traveled to places outside Lambayeque, in order to understand the dynamism of tourism and finally they talked so much about tourism, but neglected whether tourism is a science or an activity.

The contradictions or antitheses of training reveal complex situations that reflect serious limitations when talking about professional training in a given professional career. It is known that in Lambayeque only three out of every ten professionals practice their own career for which they have been trained; the difference is dedicated to other activities unrelated to training.

In the specific area of learning and training in another language, there are unique cases in which professionals, at the end of their professional career, have serious doubts about their performance, because in reality they are faced with unusual or very particular situations that could not be solved at the time.

The syndrome that haunts archaeology students is the discovery of a vestige to make a name for themselves in the world that occupies them, but they always remain in the blessed space of speculative archaeology. A History teacher does not understand that the visit to the museums of Lambayeque has more than one historical reason to understand why people get confused when talking about the Sicán culture and the Lord of Sipán in a space as small as the Lambayeque region.

In all cases, the absence of academic elements is clear evidence that professional training does not only correspond or respond to science just because it is science. For example, a paleontologist cannot move so far away from geography, while a geographer, on the other hand, could do without geology. This successive chain of sciences and trades is apparently alien to the academic field of non-native language training. In this context, it is considered necessary to rethink the curriculum from the classroom in order to build interdisciplinary proposals for training professionals in another language.

María del Pilar Fernández Celis[1], Beder Bocanegra Vilcamango[2], Yvonne de Fátima Sebastiani Elías[3], Sandra Ydelsa Wyszkowski Elías[4], Juan Diego Dávila Cisneros[5], Raquel Yovana Tello Flores[6], Joel Alberto Ascencio Gonzales[7]

It is not gratuitous to think that there is a romantic language such as French or dead languages such as Arabic, or one as vulnerable as Spanish that, precisely, are nourished by the daily constructions in each context. Thus, universities or other bilingual training centers in any modality must consider a factor that explains the power of interdisciplinarity to achieve a certification in another language. From this perspective it is thought that professional training depends on the following ideas.

3.1 The language issue

The conformation of humanity in its various manifestations has developed through language, being this a resource, perhaps the only one that has made it possible to pre-exist since the origin of mankind. Like all languages, it has developed an evolutionary process with man as the only person responsible for it in whatever sphere he may find himself. Under this line of analysis, it cannot be ignored that the terroir of the language has prevalent roots in customs and ways of life, hence the language is not only a resource for scholars and analysts who question the dynamism of Quechua and the number of vowels, Spanish also has its own idiosyncratic manifestations that are increasingly more controversial and give rise to analysis when talking about creativity.

However, language is a cultural manifestation in that "it is conceived as the universal phenomenon proper to human beings as a species that expresses itself through different activities [...] imbued with moral values" (Pozzo, 2011, p. 175). Not so far from the context of the importance of language as a cultural factor also refers, precisely, to human behavior, i.e. people with certain characteristics to convince. This process only explains that evolutionary processes are part of human life within social contexts that configure cultural elements. From this, it is understood that being part of the culture implies that "we recognize the cultural roots of the other, our own become more evident and somehow the comparisons that derive from it" (Cardona, 2012, p.5), through language, however, it is not seriously the cultural vehicle; it is the product itself.

In this way, the conventional creation of each word not only corresponds to the rigorous linguistic process, but the context determines the reasons why language is not only the exercise of knowing how to speak, but also the determination of the cultural context in which the communicative process takes place. This atingence is important because language is rooted in culture, because it has always been said that language is a social fact that the university does not admit. Note the evolutionary process of the French language in the following register[1].

> The first inhabitants of what we know today as France were the Gauls, a Celtic people; they spoke a Celtic language from which Irish, Welsh, Breton and the current languages were derived. When the Roman Julius Caesar conquered Gaul in the 1st century B.C., the Celtic language of the Gaulish tribes was abandoned, giving way to the language used by the Roman legions, the so-called Vulgar Latin, typical of the colloquial language, as opposed to the cultured language, *sermo urbanus*, of orators and writers. By the end of the 4th century Latin had completely replaced the now lost Celtic language, which should not be confused with the language, also Celtic, spoken today in French Brittany (p.135).

---

[1] Achievement of the thesis: *Proposal of an interdisciplinary curricular design for the planning of professional training in French language in the specialty of foreign languages.* -FACHSE-, U.N.P.R.G., Lambayeque, 2010.

It is evident that changes occur after the change of people in certain geographical areas, the case presented is not unique in the French language, nor is it unique in any other language.

Since previous decades, the importance of the interdisciplinary effect on education has been sustained; man cannot be alien to this process because it is part of his education. The university must contemplate in its curricular plans that the sciences are not constructs without answers to the demands of society, neither are they arguments with ideological drags or intellectual ways of doing science, individually; it is about seeking the valuation of the sciences as a whole to understand that the formation of language does not only depend on grammar or linguistics itself and, therefore, languages, languages and systems that man has created and recreated create culture, are culture and come from it.

The normative transit in Latin American countries is very recurrent in the evolutionary and tolerant process of the forms of communication when talking about languages and their attachment to the culture itself. For example, the Peruvian case (1975, 1993, 2003 and 2011) establishes the normativity of the official language and ends up recognizing the official status of Aymara wherever it is spoken; Nicaragua (1987) declares Spanish and other languages as official; Colombia (1991) considers Spanish and other dialects; Paraguay (1992) admits Spanish and Guaraní; Nicaragua (1993) admits Spanish and other languages; Ecuador (1998) makes Spanish and other languages official; Venezuela (1999) makes Spanish and other indigenous languages official and ratified in 2001 and 2003. In the case of Bolivia (2000) there are official languages and in (2012) Spanish and other languages became official. Mexico (2003) admits indigenous languages and Spanish; Guatemala (2003) admits Spanish and other languages; Argentina (2004) officializes Guarani as an alternative language; Chile (2013) incorporates Galvarino, Mapundungun and Mapuzungun as official languages to Spanish (Zajicova, 2017, pp. 191-193).

It is clear that the admission of languages and languages or the same officialization is a response to cultural needs as part of the sense of belonging, hence Peru is a territory whose cultural roots are the pioneer in the processes of cultural openness through language regardless of what it is. The formative development in a given language depends a lot on the role of the teacher, because it is assumed that he/she performs within an approach with a certain rigor to understand that the sciences have never been in an individual way. They have emerged within a process whose synergy has never left aside the actions of man. The medical sciences apply general principles, but each specialty relies on other principles that are part of the physician's training. This process does not have the same impact on the teacher when training the professional in languages, because it concentrates on the fact of the existence of the language that only responds to the fact of communicating freely. However, in addition, it has not been understood that the training exercise has more than one requirement in relation to cultural development.

Although the individual character of the sciences is judged, but it does not lose its competition within others, because it discusses the power of the relationships that have been shaped from the type of content that serves for professional training in languages through the interdisciplinary. Training in another language (cultural act) cannot ignore that concepts are definitive, professional training should not be exempt from concepts, all discourses, in their minimum expression, transcend by the concepts they develop. However, the purpose of languages in the hands of speakers who communicate sufficiently is still not solved, so the following question emerges: what is the purpose of developing communicative skills in another

María del Pilar Fernández Celis[1], Beder Bocanegra Vilcamango[2], Yvonne de Fátima Sebastiani Elías[3], Sandra Ydelsa Wyszkowski Elías[4], Juan Diego Dávila Cisneros[5], Raquel Yovana Tello Flores[6], Joel Alberto Ascencio Gonzales[7]

language? This question that does not ask about the concept to explain that it serves to approach the sciences and from them to learn enough or what causes us more satisfaction. To approach the sciences through another language is to understand the cultural nature of the context and its links with the power of translation, for which a qualified translator is responsible. Learning a language cannot be alien to the intervention of other sciences because doing so is a social fact inherent to sociocultural processes.

No professional could discuss the essence of their training without appealing to the set of sciences that are transmitted by themselves; therefore, it is a state that invokes knowledge to generate knowledge. Language is a matter of state for every speaker, because it not only transmits tradition from generation to generation, but also explains many reasons that shape the nature of knowledge.

3.2 The territorial approach

The issue of language corresponds to a theme of limits and sufficient knowledge about it, because a language represents a group of speakers with particular ways of understanding each other. This process becomes an invaluable experience for humanity. The personal and professional development of individuals is due to an approach where the competition of their capabilities is evidence, not only of their intelligence, but the mastery of language from interdisciplinarity implies recognizing that it is a territory with a very secular domain, to have mastery of a reality is to be the possessor of an approach with supreme domains and knowledge. Therefore, it is about "social space as the materialization of power relations and interactions between agents inserted in force fields" (Bourdieu, cited in Spíndola, 2016, p. 29).

It could be thought that by possessing mastery of a language man would be territorialist, without discussions it could be this way; however, the professional man is due to his territory considering his own peculiarities. The reasons for being territorialist are well stated in the interdisciplinary process where knowing and unlearning is a successful experience in each professional only through language; hence, the development of a curriculum would only be successful if the knowledge of reality is through language, which represents tangential differences with respect to other sciences. Therefore, "the human experience of spaces is different from the conceptualizations proposed by economic or political geography" (Bartolomé, 2010, p. 17), because language is the product of interdisciplinary effects during training.

A language is territorialist in itself, so there are groups with predominance for some and not for others. It follows that language is not a matter of curricular development alone, nor is it an extremely linguistic matter; it is a situation that brings together at least two people to create possibilities. The prevalence of a situation from which one has to learn and with which one has to develop requires interdisciplinarity, since it disrupts the individual's sense of identity, which "arises from differentiation and as reaffirmation in relation to the other. Although the concept of identity transcends borders [...], the origin of this concept is often linked to a territory" (Molano, 2007, p. 73); therefore, the territorial approach is an input for the formation of language and at the same time generates the same expectations.

The idea of territory for language depends only on itself and, by the same fact, it configures the state of people in common situations such as communication itself, which requires treatment from various disciplines. In this context, none has prevalence over others, but they do generate synergies that allow the dialects of each language to intertwine in order to explain the essence of communication and identity. In this sense, "language is a vehicle that

gives sustenance to actions and creates in man a sense of belonging to his environment and inserts him in society, or within a social structure, and indicates his location within it" (Gutiérrez, 2010, p.97), just as it happens with language, since it also generates a sense of belonging. A professional who speaks another language or more than one different from the native language not only transfers content, but also highlights and emphasizes the predominance of his or her knowledge thanks to other sciences. In the case of a professional whose competition is based on tourism requires knowledge provided by history itself, as well as the same geopolitics or the same cosmovision that serves as a basis for any explanation. Each space, to put it this way, when talking about nations or peoples from some side of the continent officializes what is its representation to the world and is characterized by it. Until before 2013, it was not known about the other idiomatic manifestations in Chile outside Spanish, therefore, in each country, "the declaration of indigenous languages as official languages is usually one of the milestones in the broad process for the emancipation of their communities" (Zajícová, 2017, p.188), because it is a response and predominance of the territorial approach and therefore the supremacy of the language. This case is recurrent within the exercise of interdisciplinarity.

In this line, it is understood that the contribution of the sciences to subsume the same power of the territory is important for the teacher where the curriculum ceases to be an intellectual tool, and thus be a dynamic process that is built over time. A teacher who does not know about the archaeological site of *Ventarrón*[2] and its implication in the chronology in the history of culture for Lambayeque, the sense of territoriality sets the tone for a curriculum that considers the contribution of the sciences. For that purpose, there can be no training with a curriculum obedient to a single perspective. The curriculum cannot be an individual experience of its creators, for the same reason that learning is not only oriented to concepts, but to the situations of a language.

3.3 The use of the language vs. the standard

The pertinent use of language always collides with the ways to make the professional profile prevail, in every language and in every part of the world there is more than one possibility in the face of communication styles through a language close to or far from the standard. This vertiginous development of languages has no control because it necessarily moves away from the standard. This constitution of knowledge through language brings man closer to the understanding of his space and nature as an individual belonging to a social group, hence, professional training has approaches such as the humanist, pragmatism, technological, ecological and, if we are talking about sciences, to conceptualize the curriculum from interdisciplinarity, we would have to talk about the expansion of pedagogy as the science that has developed theories about love, or uncertainty itself.

This journey through space, not always delimited by the effects of territorialism, has a very common element, where individual forms have developed a series of concepts. "Sometimes, the concept of language seems to be exempt from ideological, political and cultural motivations; for it has been limited to the strictly linguistic." (Gomes, 2011, p. 123). This perception is as important as it is relative, since the apprehension of these forms allows us to understand that the formation of people is only due to a vision of man and for man with the only intermediation that

---

[2] Tourist attraction site recently burned down due to a sugar cane burning accident, the case is currently under investigation.

María del Pilar Fernández Celis[1], Beder Bocanegra Vilcamango[2], Yvonne de Fátima Sebastiani Elías[3], Sandra Ydelsa Wyszkowski Elías[4], Juan Diego Dávila Cisneros[5], Raquel Yovana Tello Flores[6], Joel Alberto Ascencio Gonzales[7]

knows, this is the curriculum as a process rather than a tool that starts from a vision to achieve people with their own visions about formation or the importance of this within the formative framework.

At present, the training of professionals in the French language only obeys to the power of the gravitational fragmentation that the same institution drags to uncertainty through the teacher, who considers the curriculum, only as a pretext with which he comes to the classrooms to explain utilitarian arguments of the importance of the language, but does not understand that the profile of a professional maker of the language must possess more than a scientific argument that approaches the sciences as a whole.

From this position for the analysis, it is considered that there will be no other space that offers better conditions for interdisciplinarity than the curriculum itself as a process, since dynamism is generated progressively. Fragmentation is an immediate response to the challenge of the sciences for the curriculum relevant to bilingual education. The curriculum needs it as much as the sciences need it, it is through the curriculum that the effect of interdisciplinarity exerts supremacy over man, science for science's sake would be meaningless if they do not develop freely for a common purpose through a multidisciplinary curriculum.

3.4 Intervention of the disciplines in vocational training

Perhaps the only valid means to make knowledge prevail is the language to which we belong, but knowledge of it alone is not enough as long as knowledge is fragmented. Professional training in a foreign language is to be as close as possible to a reality, whose features can only be discussed if knowledge is produced from the disciplines that condition them. "The very richness of unification is subject to the degree of development reached by the disciplines and these, in turn, will be influenced, favorably, as a result of their contacts and interdisciplinary collaborations" (Acosta, 2016, p. 152); with the purpose of understanding that professional development responds to unification, directly, although it would not cease to be multidisciplinary, the multidimensional look of the curriculum has implications in the valuation of knowledge as a product of language, or is that language generates knowledge where the purity of knowledge of customs, or of social patterns is not only possible to understand them by the contribution of the sciences, the role of sciences such as linguistics stands anyway for special cases where the twists of each language that, over time, accommodates to the rules of the game can be explained. However, the behavior and contributions of sociology are also important to decipher the context in which a set of relationships with which we live together has been woven.

The contribution of the interdisciplinary approach is not opposed to others, it is complementary because "interdisciplinary efforts usually create new disciplines in the pursuit of a common goal, from the perspective and interests of knowledge is related to the intersection between technical interest and practical interest, also does not mediate subjectivity." (Henao, 2017, p.183). The confluence of sciences or the very own intersection has an impact, substantially, on professional integrality. Of course, professional training in any other language cannot be sustained in the same academic and instrumental discipline, it is required to experience the transition to the scientific knowledge of what surrounds people in the human perspective through language.

The communication barriers are so strong that hearing a *Quechua speaker* will have its own merits in the Inkawasi area; however, it will not be the same feeling to be in some district of Huaraz to understand the intrinsic reasons for the power of communication; in both cases the presence of other disciplines is forceful, because each piece of inhabited land has its own

characteristics where psychology would explain human behavior from each gesture associated with the language that predominates and "interdisciplinarity, therefore, could drive university institutions to promote an education that fosters independence of thought and creativity, respectful of cultural diversity and the subjectivity of the subjects in formation" (Acosta, 2016, p. 152), where language is really the vehicle that develops the territorialist spectrum and at the same time attracts other dynamics to learn to coexist with them. This is because no discipline is pure in its nature, because each linkage only explains a need of the human perspective, social or formative processes cannot be seen in only one way. It is not possible to understand the human behavior of the French only with the social or academic valuation of their language, the same history is required to explain the evolutionary processes of each phenomenon. Therefore, human behavior needs to be criticized and valued in its essence through the sciences, where the role of the sciences is not restricted, only, to their object of study, but by means of others they seek explanations in the interdisciplinary.

That which is assumed to be known and what we are about to know depends on language. With this idea, it can be understood that the search for truth is a sufficient concern to explain that by means of language only a relative contact with the reality in which man develops is achieved. Before having contact with reality, man develops ideas on the basis of the preconcept to then configure the fact that preoccupies him, the use of language tries to operationalize learning by means of its own idiomatic structure. In this categorical dynamism whose back and forth it is important to understand that any interdisciplinary exercise is not individual, because the answers are precise.

In this sense: "transdisciplinarity expresses that nature cannot be known outside its relations with man. Transdisciplinarity concerns what is at once between disciplines, across disciplines and beyond all disciplines" (Gedeon, 2009, p. 69) because knowledge has no limit and the same phylogenetic and ontogenetic process allows to experience changes. To be trained in a language is the search for new knowledge that cannot be explained only by the fact of knowing a language, although knowing a language is not to handle science, but it does invoke it, hence the need for learning or the development of knowledge not to be isolated from the disciplines that correspond to the object or phenomenon. Therefore, interdisciplinarity itself invokes transdisciplinary exercises due to the complexity of thought.

For a professional who has just learned about a reality or in which he/she will live according to his/her own needs, he/she faces the new knowledge. For this, he/she requires the scientific contribution of behavior. For example, in southern Peru, domestic and child-rearing activities are always carried out by girls because they do not have easy access to the educational system. This human behavior of parents who develop discriminatory models generates a type of knowledge that has to be analyzed to understand the limit of a domestic activity for discriminated girls. The same does not happen in Chincheros where the girls weave looms with natural colors and speak English with the idea of selling their products to foreigners, the mastery of the language for the sale has a utilitarian cut, it serves the purpose, the speech is repeated as many times as the tourists arrive. These contributions are valid for all human behavior that seeks to be explained by means of a language, the contribution of the sciences does not detract from the role of all languages in the world, on the contrary, the sciences could not be this way without the language, this narrow academic requirement must be explained in the formative process in a language.

3.5 *The interdisciplinary perspective*

María del Pilar Fernández Celis[1], Beder Bocanegra Vilcamango[2], Yvonne de Fátima Sebastiani Elías[3], Sandra Ydelsa Wyszkowski Elías[4], Juan Diego Dávila Cisneros[5], Raquel Yovana Tello Flores[6], Joel Alberto Ascencio Gonzales[7]

The route of this journey of knowledge through language or after another language should be conducted from the praxis of interdisciplinarity, because the mastery of a language requires other processes where the *sociocultural* is more than enough to understand the role of collateral sciences that do not underlie the power of communication. The route of languages is the creation of knowledge only from the origin of the sciences that explain the reasons weighted for a curriculum too lax, but not from the lathe of the interdisciplinary. The need to approach plural knowledge, absolute in its conceptual framework and relative in its interpretations through language is an intricate process of human apprehension.

The horizons of interdisciplinarity cannot be characterized because it is a very recurrent approach, and not underlying others, in this logic it is understood that "the transdisciplinary, from an educational point of view, represents a search that is not restricted to the disciplinary, but conceives knowledge and its relationships from the idea of totality as a way of thinking the real" (Pérez, 2012, p. 16).

These relationships are bridges that arise from the communicative exercise and language is a vehicle, therefore, it cannot be conceived that the learning of any type of knowledge has limits or restrictions to unilateral knowledge. The conduction of knowledge only makes sense if it obeys, scientifically, the inter- and transdisciplinary approach, the curriculum for professional training is not a horizontal line with two ends, it is a network capable of generating knowledge, with the purpose of understanding the role of languages within any scenario where man has a leading role, because "the transdisciplinary look, from the pedagogical point of view, is understood as a global turn inside the configuration of knowledge and knowing" (Pérez, 2012, p. 17). Thus, the route of the interdisciplinary experience would not only explain the nature of the curriculum with this approach, but the curriculum as a synergic process should generate cohesive learning whose vertices are prone to understand that learning of this type naturalizes knowledge only for the power of communication in any transdisciplinary context.

If we are talking about interdisciplinary training, it would be good to understand the contributions on the communicative process without discarding Chomsky who proposed, a long time ago, communicative competence as a process inherent to human beings and unquestionable for the sciences that explain, for example, the contribution of physics to qualify the meaning of sound when talking about the linguistic sign.

From this logic, and understanding the implications of the interdisciplinary approach, it is evident that every formative exercise under the interdisciplinary approach leads to other spaces within the same territory due to the sociocultural constitution of the university, one of the spaces is the same transdisciplinarity understood as "an emerging higher knowledge, the result of a dialectical movement of retro- and pro-feedback [sic] of thought, which allows us to cross the boundaries of different areas of disciplinary knowledge" (Martinez, 2007, p.28). Thus, it is understood that the development of the curriculum under the interdisciplinary approach is not an isolated process; the turns between interdisciplinary and transdisciplinary are emerging and concomitant in the formative development of languages.

4. CONCLUSIONS OR FINAL CONSIDERATIONS

Professional training in another language corresponds to the state of the same knowledge, a language is an unquestionable state for humanity, since it is a socio-cultural manifestation. A language is a matter of state because it generates and explains knowledge or conversely, knowledge uses the same language to transfer prevalent situations.

The territorial approach is a social science contribution that explains the characteristics of spaces as opportunities for professional development after training. Assuming that teaching and professional development depend greatly on the perceptions of the environment implies recognizing that interdisciplinarity is a holistic tool for creating a curriculum capable of mobilizing knowledge for training purposes.

Any interdisciplinary training through an emerging curriculum does not require the standard language as part of the normative, the existence of various approaches makes it possible to recognize that every language professional must have knowledge of the levels; however, it would not be an obsession the standard level where collisions are irrelevant.

The interdisciplinary approach is imperative because the same training requires a profile capable of generating more than one expectation through a language, the intervention of the disciplines provides knowledge for analysis, provide concrete ideas to improve the understanding not only of language, but through language knowledge empowers man on his own knowledge.

Knowledge through a curriculum with an interdisciplinary approach would make it possible to reflect on the learning and development of knowledge about the communicative process, knowing that it is a mechanism inherent to every social process.

REFERENCES

1. Acosta, J. (2016). Interdisciplinariedad y transdisciplinariedad: perspectivas para la concepción de la universidad por venir. Alteridad. *Revista de Educación, 11*(2), 148-156. [Fecha de consulta 26 de marzo de 2021]. ISSN: 1390-325X. Disponible en: https://www.redalyc.org/articulo.oa?id=467749196001

2. Bartolomé, M. (2010). Interculturalidad y territorialidades confrontadas en América Latina. *Runa*, *XXXI*(1), 9-29. [Fecha de consulta 26 de marzo de 2021]. ISSN: 0325-1217. Disponible en: https://www.redalyc.org/articulo.oa?id=180816801001

3. Cardona Castaño, L. (2012). Relaciones culturales en el aprendizaje de lengua extranjera. *Sophia,* (8). [Fecha de consulta 26 de marzo de 2021]. ISSN: 1794-8932. Disponible en: https://www.redalyc.org/articulo.oa?id=413740749010

4. Gedeón Zerpa, I., y García Yamín, N. (2009). La transdisciplinariedad en la educación superior del siglo XXI. *Revista de Artes y Humanidades UNICA, 10*(3), 58-70. [Fecha de consulta 26 de marzo de 2021]. ISSN: 1317-102X. Disponible en: https://www.redalyc.org/articulo.oa?id=170114929004

5. Gomes Pires, D. y Cathcart Roca, M. (2011). Cabo Verde: Lengua, cultura e identidad y su relación con la educación. *Ciencia en su PC,* (4), 122-136. [Fecha de consulta 26 de marzo de 2021]. ISSN: 1027-2887. Disponible en: https://www.redalyc.org/articulo.oa?id=181324323010

6. Gutiérrez Ramírez, M., y Landeros Falcón, I. (2010). Importancia del lenguaje en el contexto de la aldea global. *Horizontes Educacionales, 15* (1), 95-107. [Fecha de consulta 26 de marzo de 2021]. ISSN: 0717-2141. Disponible en: https://www.redalyc.org/articulo.oa?id=97916218008

7. Henao Villa, C. *et. al.* (2017). Multidisciplinariedad, interdisciplinariedad y transdisciplinariedad en la formación para la investigación en ingeniería. *Revista Lasallista de Investigación, 14*(1), 179-197. [Fecha de consulta 26 de marzo de 2021]. ISSN: 1794-4449. Disponible en: https://www.redalyc.org/articulo.oa?id=69551301017

María del Pilar Fernández Celis[1], Beder Bocanegra Vilcamango[2], Yvonne de Fátima Sebastiani Elías[3], Sandra Ydelsa Wyszkowski Elías[4], Juan Diego Dávila Cisneros[5], Raquel Yovana Tello Flores[6], Joel Alberto Ascencio Gonzales[7]

8. Martínez Miguélez, M. (2007). Conceptualización de la Transdisciplinariedad. POLIS, *Revista Latinoamericana, 6*(16), 1-17. [Fecha de consulta 26 de marzo de 2021]. ISSN: 0717-6554. Disponible en: https://www.redalyc.org/articulo.oa?id=30501606

9. Molano L., O. (2007). Identidad cultural un concepto que evoluciona. *Revista Opera,* (7), 69-84. [Fecha de Consulta 26 de Marzo de 2021]. ISSN: 1657-8651. Disponible en: https://www.redalyc.org/articulo.oa?id=67500705

10. Pérez Luna, E., Moya, Norys, A., y Curcu Colón, A. (2013). Transdisciplinariedad y educación. *Educere, 17*(56), 15-26. [Fecha de consulta 26 de marzo de 2021]. ISSN: 1316-4910. Disponible en: https://www.redalyc.org/articulo.oa?id=35630150014

11. Pozzo, M. I., y Soloviev, K. (2011). Culturas y lenguas: la impronta cultural en la interpretación lingüística. *Tiempo de Educar, 12*(24), 171-205. [Fecha de Consulta 26 de Marzo de 2021]. ISSN: 1665-0824. Disponible en: https://www.redalyc.org/articulo.oa?id=31121089002

12. Spíndola Zago, O. (2016). Espacio, territorio y territorialidad: una aproximación teórica a la frontera. *Revista Mexicana de Ciencias Políticas y Sociales, LXI* (228), 27-55. [Fecha de Consulta 26 de Marzo de 2021]. ISSN: 0185-1918. Disponible en: https://www.redalyc.org/articulo.oa?id=42149082003

13. Zajícová, L (2017). Lenguas indígenas en la legislación de los países hispanoamericanos. *Onomázein*, (), 171-203. [Fecha de Consulta 26 de Marzo de 2021]. ISSN: 0717-1285. Disponible en: https://www.redalyc.org/articulo.oa?id=134553393010